



Investigating the Needs for Designing English for Special Purposes Training Course for Field Staff in Abu Dhabi Police General Headquarter

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Abstract

This study aimed at investigating the needs for designing ESP course for Abu Dhabi Police officers whose task is to deal directly with public. A questionnaire was used for this purpose, and data were collected and analyzed. The results indicated that English has a remarkable role in police work as stated by 74 participants . 67 of the participants indicated that they lack sufficient training in English language that meets their job requirements. All questionnaire subjects except 3 emphasized that speaking is the most important skill they need at work place and then comes writing and listening and finally reading. The results of the data collects revealed that 69 of the subjects have difficulties in speaking and listening and in less degree in reading and writing. 52 of the subjects stated that they find it so difficult to understand or respond to native English speakers. 72 of the subjects indicated that they are not able to use English terminologies that related to police at work place . So as stated above the results clearly shown that Abu Dhabi Police staff need a special English course to be tailored for their actual need, rather than the English general course currently applied. The study came to clear results that Abu Dhabi police staff working in the field and directly deal with the public are in need for more special training in English language . the study also suggested that English language skills needed at workplace are of great importance and should be considered when applying English training programs. Keywords : ESP, language functions , needs analysis , police staff, language skills , language sub-skills

Introduction

English for specific purpose is of high importance for Abu Dhabi police field staff . The needs for such course have been observed and are considered vital due to many factors related to city's demography structure; more than half of the city's residents are foreigners and English is the main means of communications with them.

General English course is taught for police cadets while receiving their general training at Abu Dhabi police school and for police staff on job; the four institutions that concern with providing training to police staff also provide general English courses and these courses don't meet sufficiently the staff's real needs to communicate and interact with the society while performing their tasks. They lack communication skills in cases such as receiving a call from an English speaker; reporting theft and/or questioning an English speaker witness (this has been clearly stated in subjects responds to the needs analysis part of the questionnaire) They do not know

the terms and vocabulary related to police work like investigation, crimes, questioning a witness etc... General English doesn't cover this aspect sufficiently. So they need to be taught an ESP course designed particularly for police and this assumption has been supported by the answers of the subjects when target situation (job) needs is evaluated. (Hutchison, T and Waters, A. *English for Specific Purpose*. (1987).

Statement of the problem

The research problem could be analyzed based on the following perspectives; place ,population and language (in terms of needs and problems) .

Emirate of Abu Dhabi consists of three parts; Abu Dhabi Island , Al Ain city and the Western Region. (

So, the number of expatriates forms the majority of the residents in Abu Dhabi in particular and The United Arab emirate in general . Most of the of expatriates are Non-Arab and speak more than 12 different languages and English language is the mother language of less than 5% of the total number of the of expatriates. However, English is the main medium of communication among these different groups in the Emirates (FATIHA HANANI: *IMPACT OF ENGLISH ON YOUNG ARABS' USE OF ARABIC IN THE UAE*, Sharjah university, 1992)

In addition to the big numbers of the of expatriates resident in Abu Dhabi in its three cities (Abu Dhabi, Al Ain , Western Region) there are big numbers of tourists from Non-Arab countries who come to the Emirate every year. So the people who live in Abu Dhabi or come to visit it are from different cultural background.

People who provide policing and security services in such cities should be able in order to provide high quality of service to communicate and interact with these big numbers of expatriates who come from different parts of the world.

Knowledge of English language plays an important role for police staff to effectively communicate and provide help in time and properly. So English could have a great effect on the level of the police performance. Susan Shah Insha Rahman Anita Khashu, *Overcoming Language Barriers: Solutions for Law Enforcement*, Vera Institute of Justice 233 Broadway, 12th Floor New York, NY 10279.

From the researcher's experience in teaching English at police school in Al-Foaha, police cadets receive general English courses and they don't receive any type of training in specialized courses of English for police purposes. So, fluent and effective English communication is hardly met particularly the special terms needed by police in specific situations. So, English is important for the Abu Dhabi Police officers in order to provide simple information and solve the problems for the foreigners and tourists. Good listening and speaking skills minimize the misunderstanding in basic conversations.

(Rhemaresourcecentre.(June 12, 2009). *Effective listening skills* [Videofile]. Retrieved from <https://www.youtube.com/watch?v=ENkwUBPhMJw>. At the same time, these skills initiate positive impression and help them to achieve and handle their job properly. Eventually, this study aims at analyzing the learners needs for an ESP course for the training in Abu Dhabi police school to help police staff overcome the language problems mentioned above.

Objective of the study

This main objective of this study is to investigate the actual English language needs of Abu Dhabi Police staff , mainly field staff. Defining these needs clearly would be beneficial for both police staff and training providers in terms of overcoming communication issues and providing a well-designed training material that help overcoming such communication issues.

Research questions

The research questions are:

1. To what extent are Abu Dhabi Policemen trained in English language to meet their actual work needs?
2. What type of English do Abu Dhabi Policemen need for their workplace?

Research Hypotheses

The research hypotheses are formulated as follows:

1. Abu Dhabi policemen lack sufficient training in English that they need at workplace.
2. Abu Dhabi Policemen need to master special language skills needed for their specific purposes.
3. Abu Dhabi policemen encounter some language difficulties when they use English language at workplace.

Significance of the study

As this investigation was conducted aiming at improving English language teaching program in Abu Dhabi Police GH training institutions, it expected that it will be helpful for police cadets in their future professional communication. It will also help syllabus designers and training executives within the department to consider applying ESP program associating the actual cadets and on-job staff actual English language needs.

limits of the study

The population of this study was the Abu Dhabi Policemen working in different police stations .Participants were 80 Abu Dhabi Police officers and Cadets . The year 2016 -2017 is the time framework for the practical part of the study.

Research Methodology

Study Design

In this study both descriptive and analytical methods have been adopted. Data collection instruments was a questionnaire.

Data Collection Tools

To collect data from the subjects, a questionnaire was used. the questionnaire was distributed to the subject through an internal network system, all targeted participants received the questionnaire and filled them. The researcher received all the 80 copies within a week time.

The target of the questionnaire was to seek information based on the theoretical framework of the study, which covers TSA (Target Situation Analysis) , PSA (Present Situation Analysis) and LSA (Learning Situation Analysis). The questions of the questionnaire were formed to provide answers to the questions and hypothesis of the study. For target situation analysis the questions were set to find out more about job environment and language skills needed in that situation. Present situation analysis questions tried to evaluate current English language competence of the cadets .Finally for learning needs analysis, the questions sought information on how cadets want to

learn, the academic or training environment they prefer , nature of the course , time and place of the course and other details that may suggested by them.

The following is description of the five portions of the questionnaire and scoring criteria:

Part 1: Personal Data

Three questions addressed personal data ; the participant's gender, age, and education.

Part 2 : English skills and training.

This part questions were set to collect information trainees background and skills in English language as perceived by them ; evaluation of their current English language training.

Part 3 : English language difficulties and needs at workplace

Two main questions with more than 15 items addressed the trainees need and difficulties they encounter at workplace.

Part 4: learning needs and suggestions

This part has more than 13 questions designed to elicit information from trainees about the learning environment they prefer. Liker five- point scale with close-ended questions is used in the questionnaire. Some open –ended questions are also used in the questionnaire.

Scoring criteria used for closed questions were:

*Very good = 5 , Good = 4 , Fair = 3, Poor = 2, Very poor = 1

* Strongly agree= 5 , Agree 4 , Dis agree = 3 , Strongly disagree 2

*Very important =5 , Important = 4, Average =3, Less than average 2, least important 1.

Population of the Study

The population of this study consisted of all policemen working in police stations in Abu Dhabi and police cadets.

Inclusion criteria

The researcher selected 80 police staff from different departments, they have been selected according to their job nature; those who deal directly with public and have tasks required communication in a way or another with public are strongly recommended to respond to the questionnaire. On-job staff and cadets were basically targeted to evaluate the current English language training and target situation needs. On-job staff were asked to assess their current needs of English and to decide on the nature of training they receive. Cadets were asked to assess their current English training and their potential needs of English. Current situation and target situation needs gab is the actual needs as suggested by the study.

Sample and Sampling

The study samples included 50 on-the-job policemen and 30 police cadets. The selection of samples depended on their job nature; to assess cadets future needs and current English level police cadets were the samples of the study, when the researcher assessed the job needs the sample were on-job police staff. It took the researcher one week to collect all the questionnaire copies; since it has been distributed through an internal computer network.

Validity of the Questionnaire

To ensure the validity of the questionnaire the questionnaire has been distributed to a panel of experts in the field of English language teaching. The items of the questionnaire were checked to ensure their appropriateness to the study purposes.

Reliability of the Questionnaire

The researcher used Crombach Alpha to ensure the reliability of the questionnaire. The questionnaire was distributed to 5 subjects and after one week from the collection of the first test a second test was conducted by redistributing the same questionnaire to the same subjects and the result was as follow.

Pilot questionnaire 1 results	23	8	120	15	20
Pilot questionnaire 2 results	21	8	118	17	19

x	Y	Xy	Y ²	X ²	
23	21	483	252	529	
8	8	64	64	64	
120	118	14160	13924	14400	
15	17	255	289	225	
20	19	380	361	400	
Total	186	183	15342	14890	15618

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

$$r = \frac{5 \times 15342 - 186 \times 183}{\sqrt{1862 - 15618 \times 5 \times 1832 - 14890 \times 5}} = 0.75$$

Ethical considerations

The author before distributing the questionnaire ensured the participants that all information included in the questionnaire will be used only for the purpose of this study, and the use of such information won't harm or cause any problem of any nature to the participants. The author ensured that all personal information will remain confidential.

Results and discussions

The field of ESP in general has recently been subject to research by many scholars , theory and practical aspects of ESP have been widely discussed and evaluated, but English language needs and problems has the lion share of studies particularly those of theory nature.

ESP studies that has been conducted in police context are few and mostly in Arabic contexts. Most of the studies focused on assessing the English language needs of police cadets and officers.

Abo Mosallem (1984) investigated the English language needs for 150 Egyptian police officers in ten police departments. He used a questionnaire to collect data. As a result of his study the English needs of police staff varied between speaking and listening skills for most departments he covered , except the Interpol department who gave priority to writing and reading skills.

Majority of officers indicated that acquiring English would help them to perform their job more efficiently.

In 2008 Alhuqbani used a questionnaire to evaluate and assess the English language needs of Saudi police officers, he received from 103 police officers. The overall result of his study showed that the police officers had never been trained on how to use English for police purpose.

The study showed that the frequency of using English is deeply affected by the nature of work and function of the sector. Officers in the Passport Sector use English more frequently due to the nature of their job which requires frequent contact with foreigners. The study pointed out that majority of the officers ranked listening and speaking as the most important skills to their jobs. Similarly to Abo Mosallems' findings.

Hatim Ibrahim Aldohon (2012) investigated the needs and problems for Jordanian tourist police. His study revealed that speaking is perceived as the most important language skill for workplace. Listening came after speaking and considered as an important skill. Regarding English function they need at their workplace Jordanian tourist police staff highlighted general conversation as the most important function, then comes providing information. The most difficult part of English that has been revealed by the study are that foreign tourists speak too fast and they cannot catch what they say (listening problems) , also tourist police staff indicated inability to know the meaning of some vocabulary (reading problems).

Prachnan (2012) conducted a study on the English needs, functions and problems. He used a questionnaire to collected needed data and has distributed it to 40 employees serving in tourism sector. Results showed that speaking is considered as the most speaking skill, followed by listening , similarly like Hatim's findings. The three most relevant functions in using English language were giving information and providing services, and offering help. Problems they encounter at work place were limited to inability to use appropriate words in special situations and lack of grammar knowledge.

Khamkaew (2009) investigated the Metropolitan Police Officers" (MPOs) needs and problems in English language listening and speaking skills who work at Chana Songkram Police Station. A questionnaire and the interview administered to 30 metropolitan police officers. Results revealed that EL listening and speaking skills should be improved in "greeting and offering help, asking for personal details and problems and wants, giving information about accommodation, tourist information, transportation, emergency calls, giving directions, and giving advice and instruction in safety, travel, and shopping" (p. 37). Most MPOs expressed the need of good command of English in listening and speaking. On the other hand, the main problems associated to speaking were using expressions, producing full sentences, and the pronunciation of vowel sounds.

It's noticeable that the most important skill as revealed in most of the researchers' studies results are speaking and listening. Writing and reading and other sub-skills like grammar and pronunciation are considered important as well. Most of the studies revealed that the majority of the police staff need to be trained in English according to their real needs.

in this study 80 questionnaires have been distributed and the same number have been collected, the following table represents the departments received the questionnaire and their responses.

Table 1. Participated Department

Department	Distributed	Collected
1. <u>Police School</u>	30	30
2. <u>Civil Defense</u>	10	10
3. <u>Airport Police</u>	10	10
4. <u>Traffic institute</u>	20	20
5. <u>Immigration and residence department</u>	10	10

Table 1 illustrates the process of collecting the questionnaire and presents each department and the number of questionnaire the received and submitted.

Table 2. Percentages of participants' gender.

Variable	Frequency	Percentage
Males	55	64.26%
Females	25	35.74%
Total	80	100%

Table 2 shows that the number of males participants formed the majority and was 64% of 80 participants. Females formed 35% of the participants.

Table 3. Percentage results of participants' age.

Age	Frequency	Percentage
Below 30	20	21.4%
30-40	30	42.8%
41-50	20	28.5%
51-60	10	7.1%
Total	80	100%

Table 3 shows that most of the participants were between 30-40, then comes those between 41 and 50 forming 28 % percentage . the least number was of those above 50 with 7 %.

Table 4 .Percentage results of participants educational background.

Education level	Frequency	Percentage
High Secondary School	60	67.85%
Vocational training	7	5%
Bachelor's degree	10	21.4%
Master degree	3	5.7%
Doctorate	0	
Other	0	
Total	80	100%

Table 4 shows that most of the participants were holding high school certificate, bachelor's degree holders formed the second majority of the participants , then comes those who received vocational training, master degree holders were 8 out of 140 participants.

Table 5. Percentage results of participants competence of English.

Competence level	Frequency	Percentage
Beginner	45	71.42%
Pre-Intermediate	25	17.85%
intermediate	10	10.71%
Upper – intermediate	0	
Advanced	0	
Total	80	100%

In table 5 participants level of English is illustrated, it has been found that most of the participants are beginners with 71 percentage, pre-intermediate level were 25 participants, and then comes participants of intermediate level.

Table 6. Means, Percentages of English language skills / sub-skills needs as perceived by participants

Skills/sub-skills needs	Means	Percentage	Level of importance
Listening	3.7	77%	Important
Speaking	4.80	87%	Very important
Reading	4.0	86%	Very important
Writing	3.6	77%	Important
Grammar	3.9	77%	Important
Vocabulary	4.3	87%	Very important
Pronunciation	2.7	69%	Less important

Table 6 shows that participants believe that all skills and sub skills stated in the table are important, they even consider speaking and vocabulary very important. They think that pronunciation is of less important.

Table 7. Means , Percentage of the effectiveness of the English language training in Abu Dhabi Police School.

Statement	Means	Percentage	Level of satisfaction
I received adequate training in English language.	2.1	59%	Unsatisfied
I receive specialized training that meets my job tasks.	1.3	44%	Highly unsatisfied
Time provided for English training is sufficient	2.5	60%	Unsatisfied
Before joining any training course my needs in English language are always considered.	1.5	44%	Highly unsatisfied

Table 7 shows that all the participants are unsatisfied with English training in general and they are even highly unsatisfied about the nature of training and about pre-course assessment.

Table 8. Means and percentages of English language functions

Functions	Means	Percentage	Level of Importance
Using Language terminologies related to police work(crime, fine, witness, investigation, ..etc.)	4.56	91.2	Very important
Using general words related to my work.	3.84	76.8	Important
Telephone language	4.06	81.2	Important
Lectures language	3.02	60%	Less important
Different English language dialects	2.5	54%	Not important
Introducing oneself and responsibilities	3.86	76.9%	Important
Offering help	4.53	91%	Very important
Asking for personal information	4.57	92%	Very important
Provide general directions and advices.	4.61	92.1%	Very important
giving directions	4.5	92%	Very important
Provide help for motorist and aware them about rules.	4.9	94%	Very important
Accident description	3.81	76%	Important
People description	3.84	76.8%	Important
Reading terminologies related to my work.	4.5	92%	Very important
Reading repots, letters, and emails.	3.5	74%	Important
Reading general topics	2.3	53%	Not important
Writing terminologies related to my work.	3.84	76.2%	Important
Writing reports, letters and emails.	3.80	75%	Important
Writing an accident description	3.85	76.9%	Important
Filling forms	4.5	92%	Very important

As table 8 shows, and as perceived by polices staff the most English language needed are those related to their jobs and duties like writing , reading and speaking and listening police related terminologies, functions like providing help for motorist and people are considered of high importance, filling forms, giving directions, offering help and asking for personal information are considered highly important as well. Furthermore, telephone language also considered highly important.

Functions like writing reports, letters, accident discretion ,introducing oneself and responsibilities are considered important.

Functions like reading general topics and understanding different dialects are considered not important.

Conclusion

This study investigated the needs of Abu Dhabi police for ESP training course , and it has revealed that there is a real need for ESP course to be introduced to overcome English language problems police staff encounter while performing their duties.

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